



McEgan College  
Macroom  
Co Cork

71030J

## FREAGAIRT SCOILE / SCHOOL RESPONSE

**FREAGAIR LAISTIGH DE DHEICH LÁ SCOILE / RESPOND WITHIN TEN SCHOOL DAYS**

**DÁTA FILLTE / RETURN DATE: 23/05/2025**

**Chuig/To:** Patricia Lynam, Príomhoide/Principal

**Cc:** Una O'Donnell, Cathaoirleach BB/Chairperson BoM  
Denis Leamy, CE ETB  
CETB, Pátrún na scoile/ School Patron

**Dáta/Date:** 09/05/2025

A chara,

Gheobhaidh tú faoi iamh an tuairisc dheiridh de chigireacht a rinneadh i do scoil. Tá cóip den tuairisc á seoladh chuig an bpríomhoide, chuig cathaoirleach an bhoird bhainistíochta agus chuig pátrún nó iontaobhaithe na scoile (nó príomhfheidhmeannach an bhoird oideachais agus oiliúna) ar aon dul leis na forálacha atá sna *Treoirlínte um Fhoilsiú Tuairiscí Cigireachta Scoile* (arna n-athbhreithniú in 2015) agus i *Rialacháin an Achta Oideachais, 1998 (Foilsiú Tuairiscí Cigireachta ar Scoileanna agus ar Lárionaid Oideachais), 2015*. D'fhéadfadh an tuairisc a bheith ar fáil i nGaeilge agus i mBéarla, de réir teanga teagaisc na scoile.

Tarraingítear d'aird ar Chaibidil 3 de na Treoirlínte go háirithe, áit a bhfuil amchlár leagtha amach d'éisiúnt na tuairisce. Ceadáitear **deich lá scoile le haghaidh an Fhoirm Freagartha Scoile a chur ar ais** (faoi iamh).

A chara,

Please find attached the final report of a recent inspection undertaken in your school. This copy of the report is being sent to the principal, to the chairperson of the board of management and to the school's patron or trustees (or the chief executive of the Education and Training Board) in line with the provisions contained in *Guidelines for the Publication of School Inspection Reports* (Revised 2015) and *Education Act 1998 (Publication of Inspection Reports on Schools and Centres for Education) Regulations 2015*. Depending on the language of instruction in your school, the inspection report may be available in both Irish and English.

Your attention is drawn in particular to Chapter 3 of the *Guidelines*, where the timeframes are set out. These allow **ten school days for the return of the School Response Form** (attached).

### Dáileadh na tuairisce

Foráiltear le Rannán 3 de na *Treoirlínte* go gcuirfidh cathaoirleach an bhoird bhainistíochta nó duine atá údaraithe aige/aici cóip den tuairisc ar fáil do gach múinteoir a mbaineann an chuairt leo agus do na baill den bhord bainistíochta (féach Rannán 3.3 de na *Treoirlínte*). Ba cheart é sin a dhéanamh láithreach.

### Freagairt scoile

Déanann Cuid 3.4 de na *Treoirlínte* cur síos ar an tsli inar féidir leis an mBord Bainistíochta freagairt don tuairisc. Ba cheart freagairt na scoile a chur isteach ar Fhoirm Freagartha Scoile na Tuairisce Cigireachta trí ríomhphost chuig [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie) roimh an spriocdháta thuasluaite.

Tá cóip leictreonach ar fáil sa chuid Foirmeacha Scoile den leathanach Tuarascálacha Cigireachta atá ar fáil faoin Oideachas ar <https://www.gov.ie/ga/foirm/foirmeacha/>

Agus é ag freagairt, féadfaidh an bord ceann **amháin** de na roghanna seo a leanas a roghnú:

- **ROGHA A:** Féadfaidh an bord glacadh leis an tuairisc gan barúil a thabhairt. Sa chás seo, ba chóir do chathaoirleach an bhoird Rogha A den Fhoirm don Fhreagairt ar Thuairisc na Cigireachta a roghnú, an fhoirm a shíniú agus a chur ar ais ar ríomhphost chuig an seoladh thíos.
- **ROGHA B:** Féadfar gur mian leis an mBord freagairt go foirmiúil don tuairisc. Sa chás seo, ba chóir don Chathaoirleach Rogha B ar an bhFoirm do Fhreagairt na Scoile ar Thuairisc na Cigireachta a roghnú agus Freagairt na Scoile a chur sna boscaí atá ar fáil. Ba chóir don Chathaoirleach an fhoirm a shíniú ansin agus í a chur ar ais ar ríomhphost chuig an seoladh thíos.

Tá treoir maidir le freagairt scoile a scríobh i Rannán 3.5 de na *Treoirlínte*. Is éard atá sa fhreagairt scoile ná deis don scoil barúil a thabhairt ar **ábhar** na tuairisce agus béim a leagan ar na **bearta leantacha** a bhfuil ar intinn aici iad a dhéanamh (nó atá déanta aici

### Distribution of the report

Section 3 of the *Guidelines* provides that the chairperson of the board of management or a person authorised by him/her will provide a copy of the report to all teachers affected by the visit and to the members of the board of management, (see Section 3.3 of the *Guidelines*). This should be done immediately.

### School response

Section 3.4 of the *Guidelines* outlines how the board of management can respond to the report. The school's response should be submitted on an *Inspection Report School Response Form* and returned by email to [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie) reports **before the due date outlined above**.

An electronic copy is available in the School Forms section of the Inspectorate Reports page which is available under Education on <https://www.gov.ie/en/form/inspection-report-forms/>

When responding, the board may choose **one** of the following options:

- **OPTION A:** The board may accept the report without comment. In this case, the chairperson of the board should choose Option A on the *Inspection Report School Response Form*, sign the form and return it by email to the address below.
- **OPTION B:** The board may wish to respond formally to the report. In this case, the chairperson should choose Option B on the *Inspection Report School Response Form* and include the *School Response* in the boxes provided. *The chairperson should then sign the form* and return it by email to the address below.

Guidance on writing a school response is contained in Section 3.5 of the *Guidelines*. The school response is an opportunity for the school to comment on the **contents** of the report and to highlight the **follow-up actions** which it proposes to take (or has already taken) following the visit. Please note that comments on the **process** or **reference to the Inspector** should not be included in the school response

cheana féin) tar éis na cigireachta. Tabhair faoi deara nár cheart barúlacha ar an bpróiseas ná tagairt don Chigire a chur san áireamh sa fhreagairt scoile. Ní cóir focail bhuíochais d'fhoirne scoile, don fhoireann chigireachta ná do dhaoine eile a bheith san áireamh. Níor cheart níos mó ná **500 focal** san iomlán a bheith sa fhreagairt scoile.

**I gcás rogha A nó B, ba chóir do chathaoirleach an bhoird Foirm Freagartha Scoile na Tuairisce Cigireachta a sheoladh ar ais trí ríomhphost chuig an seoladh thíosluaithe roimh an spriocdháta thuasluaite.** I gcás scoileanna atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an Fhoirm Freagartha Scoile a bheith comhlánaithe i gcomhairle le príomhfheidhmeannach an Bhoird Oideachais agus Oiliúna.

- **ROGHA C:** D'fhéadfadh an bord bheith míshásta leis an tuairisc agus/nó leis an gcigireacht agus féadfaidh sé athbhreithniú ar an gcigireacht a iarraidh faoin *Nós imeachta maidir le hathbhreithniú a dhéanamh ar chigireachtaí a dhéanann Cigireacht na Roinne Oideachais faoi Alt 13(9) den Acht Oideachais 1998* (arna leasú in 2022). Sa chás sin, ba cheart don chathaoirleach athbhreithniú a iarraidh trí scríobh chuig an Príomhchigire, An Roinn Oideachais, Sráid Mhaoilbhríde, Baile Átha Cliath 1, DOI RC96. **Ní mór an t-iarratas ar athbhreithniú a bheith faighte ag an bPríomh-Chigire roimh an spriocdháta thuasluaite.** Tá cóip den *Nós Imeachta um Athbhreithniú* ar fáil ar shuíomh Gréasáin na Roinne.

### **Gan freagairt**

Más rud é nach bhfaightear comhfhreagras ar bith i dtaca le Freagairt Scoile agus nach bhfaightear iarratas ar athbhreithniú faoin *Nós Imeachta um Athbhreithniú* roimh an spriocdháta thuasluaite, glacfar leis nach mian leis an mbord bainistíochta freagairt a dhéanamh agus ullmhófar an tuairisc lena foilsiú agus/nó lena heisiúint chuig an scoil ansin.

Expressions of thanks to school staffs, the inspector or others should not be included. The total length of the school response should not exceed **500 words**.

**In the case of Option A or Option B, the *Inspection Report School Response Form* should be returned by the chairperson of the board by email to the address below before the due date outlined above.** In schools operating under the auspices of an Education and Training Board (ETB), the School Response Form must be completed in consultation with the chief executive of the ETB.

- **OPTION C:** The board may be dissatisfied with the report and/or the visit and may seek a review of under *Procedure for Review of Inspections carried out by the Department of Education Inspectorate under Section 13 (9) of the Education Act 1998* (revised 2022). In this case, the chairperson should request a review by writing to the Chief Inspector, Department of Education, Marlborough Street, Dublin 1, DOI RC96. **The request for a review must be received by the Chief Inspector before the due date outlined above.** A copy of the *Procedure for Review* is available on the website of the Department.

### **No reply**

If no correspondence is received in respect of a School Response and if a request for a review under the *Procedure for Review of* has not been received before the due date, it will be assumed that the board of management does not wish to make a response and the report will then be prepared for publication and/or issued to the school.

**Foilsiú/Eisiúint na tuairisce**

Tar éis an *Fhoirm Freagartha Scoile* a fháil, ullmhóidh an Chigireacht an tuairisc chigireachta scoile le foilsíú/eisiúint don scoil. De ghnáth, cuirfear cóip den Fhreagairt Scoile san áireamh sa leagan foilsithe den tuairisc nó sa leagan a eisíodh don scoil. Más rud é go roghnaíonn an Roinn gan an Fhreagairt Scoile a fhoilsiú/a chur san áireamh sa tuairisc ar chúis ar bith, cuirfidh sí an bord bainistíochta ar an eolas faoin gcinneadh sin agus faoin gcúis leis.

**Ba cheart foirmeacha a sheoladh trí ríomhphost chuig:**  
[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

Is mise le meas,  
Joanne OSullivan

Pp: Martin Lally  
Príomh-Chigire Cúnta

**Publication/Issue of the report**

Following receipt of the *School Response Form*, the Inspectorate will prepare the school inspection report for publication/issue to the school. Normally, a copy of the School Response will be included in the published version of the report or the version issued to the school. If for any reason, the Department opts not to publish/include the School Response with the report, it will inform the board of management of this decision and the reason for it.

**Forms should be emailed to:**  
[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

Is mise, le meas,  
Joanne OSullivan

Pp: Martin Lally  
Assistant Chief Inspector

# Foirm Freagartha Scoile na Tuairisce Cigireachta

Ba cheart foirmeacha a sheoladh trí ríomhphost chuig:

[reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

<b>Ainm agus seoladh na scoile:</b>	McEgan College Macroom Co Cork  71030J
<b>Cineál cigireachta</b>	Subject Inspection a sheoladh ar 20/03/2025
<b>Dáta eisiúna na tuairisce</b>	09/05/2025
<b>Don oifig amháin</b>	Uimhir cigireachta: 43071

Roghnaigh rogha A, B nó C

<b>ROGHA A</b>	Glacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh atá le foilsiú agus ní mian leis freagairt go foirmiúil don tuairisc.	
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<b>ROGHA B</b>	Glacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh atá le foilsiú agus is mian leis freagairt go foirmiúil don tuairisc. Aontaíonn an Bord go gcuirfean an fhreagairt atá curtha isteach san áireamh mar aguisín leis an tuairisc fhoilsithe. Tá freagairt an bhoird curtha isteach thíos.	
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<b>ROGHA C</b>	Ní ghlacann an bord leis gurb í an tuairisc an tuairisc chigireachta dheiridh agus tá sé ag déanamh iarratas ar athbhreithniú ar an gcigireacht faoin <i>Nós imeachta maidir le hathbhreithniú a dhéanamh ar chigireachtaí a dhéanann Cigireacht na Roinne Oideachais faoi Alt 13(9) den Acht Oideachais 1998</i> . Cuirfidh an bord iarratas i scríbhinn isteach/tá iarratas i scríbhinn curtha isteach ag an mbord ar athbhreithniú chuig Oifig an Phríomh-Chigire.	
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## Freagairt scoile: Cuid A

Tabhair barúil i dtaobh ábhar na tuairisce cigireachta (tuairim is 100-150 focal)

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## Freagairt scoile: Cuid B

Luaigh na bearta atá déanta ag an scoil nó a bhfuil ar intinn aici iad a dhéanamh chun aghaidh a thabhairt ar gach ceann de na moltaí sa tuairisc (tuairim is 350-400 focal)

### Síniú

<b>Cathaoirleach, an Bord Bainistíochta</b>	<i>Ainm i gcló:</i>
	<i>Síniú:</i>
	<i>Dáta:</i>

Ní mór an fhoirm seo a bheith sínithe ag cathaoirleach bhord bainistíochta na scoile. I gcás scoile atá ag feidhmiú faoi choimirce Bord Oideachais agus Oiliúna, ní mór an fhoirm a bheith comhlánaithe ag cathaoirleach an bhoird bhainistíochta i gcomhairle le Príomhfheidhmeannach (nó oifigeach ainmnithe) an Bhoird Oideachais agus Oiliúna.

**Ní mór an fhoirm a chur ar ais chuig Rúnaíocht na Cigireachta laistigh deich lá scoile ó dháta eisiúna na tuairisce deiridh le haghaidh freagairt scoile.**

## Inspection Report School Response Form

Forms should be emailed to: [reports\\_inspectorate@education.gov.ie](mailto:reports_inspectorate@education.gov.ie)

<b>School details</b>	McEgan College  Macroom Co Cork  71030J
<b>Inspection details</b>	Subject Inspection conducted on 20/03/2025
<b>Date of issue of inspection report</b>	09/05/2025
<b>For office use</b>	Inspection Number: 43071

Please choose option A, or B, or C

<b>OPTION A</b>	The board accepts the report as the final inspection report available for final issue and does not wish to respond formally to the report	
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<b>OPTION B</b>	The board accepts the report as the final inspection report available for final issue and wishes to respond formally to the report. The Board agrees that the response submitted will be included as an appendix to the final report. The board's response is submitted below.	YES
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<b>OPTION C</b>	The board does not accept the report as the final inspection report and is making a request for a review of the inspection under the <i>Procedure for the review of inspections carried out by the Department of Education Inspectorate under Section 13(9) of the Education Act 1998</i> . The board will submit/has submitted a written request for a review to the Office of the Chief Inspector.	
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### School response: Part A

Please comment on the content of the inspection report (approximately 100-150 words)

<p>The Board of Management and Senior Leadership Team of McEgan College acknowledges the report following the inspection of English. We are pleased with the positive affirmation of teaching and learning at the school by the Inspectorate and the awarding of the "very good" criterion with some examples of excellent practice.</p> <p>The school is committed to maintaining this high standard of teaching, learning and collaboration.</p>
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**School response: Part B**

*Please indicate the actions that the school has taken or plans to take to address each of the recommendations in the report (approximately 350 -400 words)*


The English department are working on a new approach to decide on the collection of texts at Junior Cycle to ensure a varied approach to literature that is consistent with guidelines and best practice.

The senior management team acknowledges the recommendation by the Inspectorate in relation to the streaming of 1st year classes. The senior management team is committed to the arrangement for mixed ability classes for 1st year students, going forward.

The development of an Assessment policy for the school has commenced and is expected to be ratified by August. One component of this policy will be a new approach to in house assessment to avoid over assessment of students. This inclusion of classroom based assessments in lieu of traditional examinations in some cases is a proposal that the school hopes to implement, in this regard.

Success criteria should be collaboratively established by teachers within the department during assessment planning, and the school is committed to ensuring this practice is consistently implemented across all departments

**Signature**

<b>Chairperson, Board of Management</b>	<i>Print name:</i> Una O'Donnell
	<i>Signature:</i> 
	<i>Date:</i> 13.5.25

This form must be signed by the chairperson of the board of management of the school. In the case of a school operating under the auspices of an Education and Training Board, the form must be completed by the chairperson of the board of management in consultation with the Chief Executive (or nominated officer) of the Education and Training Board.

**The form must be returned to the Inspectorate Secretariat within ten schools days of the date of issue of the final report for school response.**



An Roinn Oideachais  
Department of Education

# Subject Inspection: English

## REPORT FOR SCHOOL RESPONSE

Ainm na scoile/School name      McEgan College

Seoladh na scoile/School address      Macroom  
Co Cork

Uimhir rolla/Roll number      71030J

Dáta na cigireachta/  
Date of evaluation      20/03/2025

Dáta eisiúna na tuairisce/  
Date of issue of report      09/05/2025

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# What is a subject inspection?

Subject Inspections report on the quality of work in individual curriculum areas within a school. They affirm good practice and make recommendations, where appropriate, to aid the further development of the subject in the school.

## How to read this report

During this inspection, the inspector(s) evaluated learning and teaching in English under the following headings:

1. Teaching, learning and assessment
2. Subject provision and whole-school support
3. Planning and preparation

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision in each area.

Included in this subject inspection report is a student-friendly page that provides information for the children/young people in your school about the inspection that occurred recently. It outlines for them some of the main findings and recommendations.

## Actions of the school to safeguard children and prevent and tackle bullying

During the inspection visit, the following checks in relation to the school's child protection and anti-bullying procedures were conducted:	
<i>Child Protection</i>	<i>Anti-bullying</i>
<ol style="list-style-type: none"><li>1. The name of the DLP and the Child Safeguarding Statement are prominently displayed near the main entrance to the school.</li><li>2. The Child Safeguarding Statement has been ratified by the board and includes an annual review and a risk assessment.</li><li>3. All teachers visited reported that they have read the Child Safeguarding Statement and that they are aware of their responsibilities as mandated persons.</li></ol>	<ol style="list-style-type: none"><li>1. The school has developed an anti-bullying policy that meets the requirements of the <i>Anti-Bullying Procedures for Primary and Post-Primary Schools (2013)</i> or <i>Bí Cineálta (2024)</i> and this policy is reviewed annually.</li><li>2. The school's current anti-bullying policy is published on its website and/or is readily accessible to board of management members, teachers, parents and students.</li></ol>

The school met the requirements in relation to each of the checks above.

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# Subject inspection

<b>Date of inspection</b>	20/03/2025
<b>Inspection activities undertaken</b> <ul style="list-style-type: none"><li>• Review of relevant documents</li><li>• Discussion with principal and key staff</li><li>• Interaction with students, including a focus group</li></ul>	<ul style="list-style-type: none"><li>• Observation of teaching and learning during 5 lessons</li><li>• Examination of students' work</li><li>• Feedback to principal and relevant staff</li></ul>

## School context

McEgan College is a co-educational post-primary school under the trusteeship of Cork Education and Training Board (ETB). At the time of the evaluation, the school had an enrolment of 272 students. It offered the Junior Cycle, the Junior Certificate School Programme (JCSP), a compulsory Transition Year programme (TY), the Leaving Certificate Vocational Programme (LCVP), the Leaving Certificate Applied (LCA) and the Leaving Certificate (Established) (LCE). The school participated in Delivering Equality of Opportunity in Schools (DEIS), the action plan of the Department of Education for educational inclusion.

## Summary of main findings and recommendations:

### Findings

- The overall quality of teaching, learning and assessment was very good. This included examples of excellent practice observed within lessons.
- A key strength of all lessons was the atmosphere of mutual respect between students and teachers, which resulted in an affirming learning environment conducive to wellbeing.
- A number of teachers facilitated very good co-operative learning opportunities for students, and instances of well-structured group and pair-work to deepen knowledge or progress learning were observed.
- Student focus group participants spoke positively regarding the support they received from their English teachers; some students would welcome further opportunities to experience a variety of active methodologies in their lessons.
- There was good subject provision and whole school support for English.
- Overall, planning and preparation was of a very good standard although some opportunities for development exist.

### Recommendations

- The department should adopt the use of a collection of texts for first, second and third-year students to support the teaching of extended writing across all junior cycle year groups.
- The current arrangement of first-year students being divided into higher and ordinary level class groups was not consistent with the inclusive ethos of the English specification and should be adjusted by senior management. In addition, the division of the TY English classes into higher and ordinary levels should be adjusted by senior management in the context of the new TY Programme Statement.
- Senior management should develop a whole-school assessment and reporting policy. Within that policy, and cognisant of the cumulative burden of assessment on students

and teachers, the school should now begin to plan for Classroom Based Assessments (CBAs) to replace in-house examinations, in line with Circular 0028/23.

- Teachers had collaboratively designed end of unit common assessment tasks to evaluate agreed learning outcomes for the majority of year groups. The department should now link these tasks with agreed success criteria, ensure that the assessment tasks are aligned with the unit's key learning intentions, and utilise an agreed template to ensure consistency across the department's planning.

## Detailed findings and recommendations

### 1. Teaching, learning and assessment

- The overall quality of teaching, learning and assessment was very good. This included examples of excellent practice observed within lessons.
- All teachers were well prepared for their lessons, displayed a passion for English and a very strong subject knowledge. A key strength of all lessons was the atmosphere of mutual respect between students and teachers, which resulted in an affirming learning environment conducive to wellbeing.
- Teachers routinely shared the learning intention at the start of all lessons. Where this was managed particularly well, these were visually reinforced, presented in accessible language, and incrementally challenged students through a series of well-planned tasks. Where the learning intention was explicit, this facilitated a review of the lesson at its conclusion, allowing students and the teacher to reflect on whether the learning had been achieved. This practice should be extended to all lessons.
- Success criteria were commendably employed by a number of teachers to direct learners to accomplish independent creative writing tasks. To further support positive learner outcomes, teachers should extend the use of success criteria and connect them to the lesson's learning intentions, in order to help students identify their strengths and areas for development, and encourage them to take responsibility for their own learning.
- A number of teachers facilitated very good co-operative learning opportunities for students. Instances of well-structured group and pair-work to deepen knowledge or progress learning were observed. These were supported by high quality resources, carefully constructed tasks, and a quiz to consolidate learning on a studied film. To develop critical thinking skills, promote peer support and the active participation of all students, this structured approach to cooperative learning should be deployed across the English department.
- All teachers used inclusive practices to support a range of student ability. This included the use of digital programmes to display subtitles for a lesson, highlighting text and genre-specific vocabulary and providing differentiated support during classroom activities. In most lessons a good integration of digital resources, visual aids, graphic organisers and word banks helped to support concept development. The effective use of support teaching within one lesson was also noteworthy as students were guided towards success and facilitated to work independently. Opportunities for teachers in the area of team-teaching should be further explored to respond to the diverse needs of students.
- Teachers regularly assigned and monitored written tasks. In TY and third-year classes in particular very good examples of formative feedback were evident. Clear and detailed guidance was noted to improve the quality of students' work while simultaneously affirming the successes evident.
- At summative assessment points, a more detailed approach to providing feedback to students on their responses had been adopted. Given the benefit of formative feedback, the timing of such points to make learning more visible could be reviewed by the department to maximise opportunities for continuous improvement.
- Some very good individual practices were noted in the development of students' writing, including the use of engaging stimulus material, the sharing and analysis of high quality exemplars and the availability of a word bank to help students craft their own creative

pieces. Commendably, some students reported being given the opportunity to redraft exam questions and assigned homework tasks, although this approach was not consistent across the department.

- In this context, the department should adopt the use of a collection of texts to support the teaching of extended written pieces across all junior cycle year groups. This portfolio approach should include evidence of drafting and redrafting pieces of extended writing to afford students the opportunity to act on the formative feedback given and to improve the quality of their writing.
- The student focus group participants spoke of how they valued opportunities to work in pairs or groups so that they could learn from the views of their peers. They also commented that the school's digital platform, graphic organisers, exam-focused extension resources and practice questions were beneficial and supported their learning. Some students suggested that a further variation of classroom activities to support active participation in their learning would be welcomed.
- A commendable focus on language was observed in a number of classrooms which included the clarification and isolation of keywords and vocabulary. The mad/bad/sad approach also proved effective as students were redirected to expand their vocabulary and search and reach for stronger word choices.
- A good learning environment had been developed in a small number of classrooms. This included a well-stocked library in one instance. This was a bright, comfortable space and showcased student work along with a display of subject-specific vocabulary. Acknowledging the constraints of space and the multi-disciplinary nature of classrooms, in some instances, there was an opportunity to expand the display of vocabulary designed to enhance student word consciousness to classrooms where English lessons were conducted.

## 2. Subject provision and whole school support

- Overall, subject provision and whole school support for English was good. Very good timetabled provision was in place for the subject.
- The rotation of the role of subject co-ordinator across all members of the subject department had been reintroduced to support capacity-building and the development and sharing of skills across all English teachers.
- While recognising the practicalities and challenges of the timetabling process, it is suggested some consideration is given to the split of a first-year group between two teachers to ensure that it positively impacts on learner experiences and outcomes.
- First, second and fourth-year English students were divided into higher and ordinary level class groups while third-year classes were organised on a mixed-ability basis. Although, teachers and senior management were motivated to achieve the best possible outcomes for their students, the current arrangement of first-year students being divided into higher and ordinary level is not consistent with the inclusive ethos of the English specification and should be adjusted. The division of the TY English classes should be adjusted in the context of the new TY Programme Statement and in the interest of optimising the opportunities for students to progress. Beyond this, the potential to maintain mixed-ability teaching throughout junior cycle should be reviewed given the implications of banding and streaming at such an early stage of students' development.
- The English department had engaged with Subject Learning and Assessment Review (SLAR) meetings. There was scope for teachers to share methodologies further in order to inform future practice and reflect on ways teachers could best support students during their Classroom Based Assessments (CBAs). To advance work in this area, teachers should formally record all meeting minutes and move beyond the awarding of descriptors and logistical considerations to also document discussions on professional practice.

- Senior management should develop a whole-school assessment and reporting policy, to communicate to all stakeholders how formative, summative, and diagnostic assessments are part of school life and what they entail. Within that policy, and cognisant of the cumulative burden of assessment on students and teachers, the school should now begin to plan for Classroom Based Assessments (CBAs) to replace in-house examinations, in line with Circular 0028/23.

### 3. Planning and preparation

- The overall quality of planning and preparation was very good overall, although some opportunities for development exist. Examples of excellent planning in individual lessons were observed.
- An effective online department folder had been developed, which situated the work of the department within the broader school context. It included lesson resources, links to the school's digital learning plan, records of department meetings and logged professional conversations which reflected discussions of both administrative and, occasionally, educational value. As with the SLAR meetings there is scope to move discussions more towards capturing a review of pedagogical practices to inform the department's plan.
- An annual subject development plan, cognisant of the school's DEIS targets, should now be developed. This can be supported by the post-primary resource *Looking at English* available on gov.ie.
- Common units of learning for each year group had been prepared by the English department. These were time-linked, based around thematic units and referenced the learning outcomes in the junior cycle English specification. The department had also devised TY and LCA subject-specific schemes.
- Teachers had commendably collaboratively designed end of unit common assessment tasks to evaluate agreed learning outcomes for the majority of year groups. The department should now link these tasks with agreed success criteria, and ensure that the assessment tasks are aligned with the unit's key learning intentions.
- Areas for improvement in collective subject planning include the clarification of key learning intentions within an agreed template to ensure consistency across the department's planning.

The draft findings and recommendations arising out of this evaluation were discussed with the principal, deputy principal and subject teachers at the conclusion of the evaluation.



An Roinn Oideachais  
Department of Education

For the students of **McEgan College** about their learning in **English**

Date of inspection:

20/03/2025

### What kind of inspection did your school have?



A subject inspection was completed in your school. The inspector observed lessons and spoke with the principal and teachers. The inspector met with a group of students to talk to them about their learning in **English**.

### What were the main findings of the inspection?



- The standard of teaching, learning and assessment in English was very good.
- There were very good relationships between students and teachers in all lessons.
- In the best lessons, teachers planned tasks where students used writing and speaking together to learn.

### What did the inspector recommend to make teaching and learning better in **English**?



- A collection of texts should be used in junior cycle to support students' writing skills.
- The school should adjust arrangements for first-year and TY English in particular to ensure that these classes are of mixed-ability and inclusive.
- The school should avoid overassessment and ensure that CBAs replace house exams at appropriate times in the school year.

Thank you for taking the time to read this page.  
Special thanks to the students who participated in the focus group.

## The Inspectorate's Quality Continuum

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the school's provision of each area.

Level	Description	Examples of descriptive terms
<b>Excellent</b>	<b>Provision that is excellent</b> is exemplary in meeting the needs of learners. This provision provides an example for other schools and settings of exceptionally high standards of provision.	Excellent; exemplary; outstanding; exceptionally high standard; with very significant strengths
<b>Very good</b>	<b>Provision that is very good</b> is very effective in meeting the needs of learners and is of a very high standard. There is potential to build on existing strengths to achieve an excellent standard.	Very good; of a very high quality; very effective practice; highly commendable; very successful
<b>Good</b>	<b>Provision that is good</b> is effective in meeting the needs of learners. There is need to build on existing strengths in order to address the aspects to be developed and achieve a very good standard.	Good; of good quality; effective practice; competent; useful; commendable; good standard; strengths outweigh the shortcomings; appropriate provision although some possibilities for improvement exist
<b>Requires improvement to achieve a good standard</b>	<b>Provision that requires improvement to achieve a good standard</b> is not sufficiently effective in meeting the needs of learners. There is need to address certain deficiencies without delay in order to ensure that provision is good or better.	Fair; less than effective; less than sufficient; evident weaknesses that are impacting on learning; experiencing difficulty; shortcomings outweigh strengths; must improve in specified areas; action required to improve
<b>Requires significant improvement to achieve a good standard</b>	<b>Provision that requires significant improvement to achieve a good standard</b> is not meeting the needs of learners. There is immediate need for significant action to address the areas of concern.	Weak; poor; ineffective; insufficient; unacceptable; experiencing significant difficulties; serious deficiencies in the areas evaluated; requiring significant change, development and improvement to be effective